Respond to the Issue for Part 1:

Relationships among Globalization, Identity, and Culture

As you progressed through Part 1: Relationships among Globalization, Identity, and Culture, you have thought about the influence of globalization on the collective and individual identities of people both in Canada and around the world. You have considered many issues related to the Main Issue for Part 1: ***To what extent should globalization shape identity?*** After completing the following research task, you will have an opportunity to discuss this issue.

The Issue for Inquiry

In this project, you will focus on the Main Issue for Part 1 in relation to the situation in Canada's pluralistic society. As Canadians, we are all members of other groups. You might be a First Nation, Métis, or Inuit person. Perhaps you are descended from the United Empire Loyalists or the Canadiens. You might be a member of an immigrant or religious group. *To what extent should we, as active citizens in Canada's pluralistic society, allow globalization to influence our group identities?* You will consider this question by investigating how one group in Western Canada is coping with globalization.

Form a small team to work with. Choose one of the peoples of Alberta listed at left for your project. If you wish, you may choose another ethnic, cultural, religious, or official-language group after consulting with your teacher.

Review the steps of the Skill Path in Chapter 4 (pages 71–72) to review strategies for effective teamwork before you begin this team activity.

Some of the peoples of Alberta:

- Franco-Albertan
- Chinese
- Dutch
- Hutterite
- Blackfoot
- Mormon
- Polish
- Ukrainian
- Métis
- Doukhobor
- German
- Mennonite
- Pakistani
- Cree
- Vietnamese

Guidelines and Criteria

Refer to the Inquiry Model graphic on the inside front cover of this book to review all six phases involved in the model.

Consult with your teacher to establish criteria for your research process and product and a final marking scheme. Establish deadlines for completing and presenting your project.

Work Successfully as a Team to Conduct Research

A pluralistic society encourages cultural diversity because it creates a vibrant democratic society. Groups are expected and encouraged to maintain their identities in the face of the weighty forces of globalization. How successful is your chosen group in doing this? Consider what challenges and opportunities globalization has offered to your chosen group. For example, have they

become marginalized or alienated from other populations in Alberta? Have they gone through a process of accommodation and integration? Have they experienced some cultural revitalization? Practise the steps of the Skill Path for Chapter 2 (pages 27–28) to assess sources as you gather material about your chosen group's experiences of globalization. Refer to Chapter 5's Skill Path (pages 93–94) to review steps in interpreting any geographic data you collect.

Create a Concept Web

Focus on the following:

- *challenges:* assimilation, marginalization, accommodation, integration, and homogenization
- *opportunities:* acculturation, accommodation, integration, affirmation of identity, and cultural revitalization

Try to find the positive and negative impacts these have had on your chosen group. If people in the group have made attempts to counter the forces of globalization, make note of specific examples. Refer to the Skill Path in Chapter 1 to build a concept web that illustrates how your chosen group has responded to challenges and opportunities of globalization. Show to what extent these attempts have been successful, according to various sources.

Develop an Outline for Presenting a Persuasive Position

Use the research that your team has done and your concept web that details the experiences of your chosen group to develop a team consensus on the issue.

Develop an outline by using the steps shown in the box at right. Use the handout provided by your teacher, if possible.

Optional Individual Presentation

Use your team's *Outline for Presenting a Persuasive Position* to develop a written position paper, a media presentation, or points for a class debate.

Reflecting on the Process

Consider your work during the *planning* and *retrieving* phases of your research. Did you identify your topic and possible information sources? Did you establish evaluation criteria? Did you outline a plan for inquiry and for retrieving information? How did you select resources that are relevant?

Class Discussion

As a class, discuss the Main Issue for Part 1: ***To what extent should globalization shape identity***? Consider it in the context of Canada's pluralistic society. How do your conclusions help you begin to address the Key Issue for this course: ***To what extent should we embrace globalization?***

The Issue

- The issue:
- This issue is important because…

One Position on the Issue

- Some people believe that we should allow globalization to influence our group identities because…
- Argument to support the position:
- Theoretical or actual example to support the position:

A Second Position on the Issue

- Other people believe that we should limit globalization's influence on our group identities because…
- Argument to support the position:
- Theoretical or actual example to support the position:

Our Position on the Issue

- Statement of the team's position:
- Argument to support the team's position:
- Theoretical or actual example to support the team's position:

Conclusion

- The previous (historical) state of affairs has been…
- The present circumstances are…
- Our resolution: